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ABSTRACT

The subject of this hearing was the partnership between the District of Columbia's public schools and several private companies. This partnership resulted in the establishment of a school curriculum giving high school students exposure to specific career training and also orientation to the workplace. The training was in the fields of pre-engineering, the health professions, communications, business and finance, and hotel management and the culinary arts. Oral testimony describing the programs (which included schools within schools) and their impact was presented by a student and a faculty member from a participating school, by the superintendent of schools, and by a representative of the participating corporations. Prepared statements were also submitted for the record by the last three witnesses. The chairman of the subcommittee submitted a copy of a newspaper article by Jacob Javits discussing the role of business in innovative education and training programs. (CMG)

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CAREER ORIENTED CURRICULUM OF THE D.C. SCHOOL SYSTEM

HEARING

BEFORE THE

SUBCOMMITTEE ON GOVERNMENTAL EFFICIENCY
AND THE DISTRICT OF COLUMBIA

OF THE

COMMITTEE ON
GOVERNMENTAL AFFAIRS
UNITED STATES SENATE

NINETY-EIGHTH CONGRESS

FIRST SESSION

MAY 11, 1983

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CAREER ORIENTED CURRICULUM OF THE DISTRICT OF COLUMBIA SCHOOL SYSTEM

WEDNESDAY, MAY 11, 1983

U.S. SENATE,
SUBCOMMITTEE ON GOVERNMENTAL EFFICIENCY
AND THE DISTRICT OF COLUMBIA,
COMMITTEE ON GOVERNMENTAL AFFAIRS,
Washington, D.C.

The subcommittee met, pursuant to notice, at 10:10 a.m., in room SD-124, Dirksen Senate Office Building, Senator Charles McC. Mathias, Jr. (chairman of the subcommittee) presiding.

Staff present: Sardi Muschette, chief clerk; and William C. Leonard, staff director.

OPENING STATEMENT OF SENATOR MATHIAS

Senator MATHIAS. The committee will come to order.

This morning, the Subcommittee on Governmental Efficiency and the District of Columbia will hear testimony on various aspects of the career oriented curriculum of the District of Columbia public schools.

I might say that this hearing has both a godfather and a godmother. The godmother is my wife who has been very much interested in the school system in the District of Columbia and who has had a concern that there be adequate support for the system and who called my attention to an article written by the godfather, who happens to be Jack Javits, former Senator Jacob K. Javits of New York. He wrote a column for the Washington Post which appeared on Monday, February 14, 1983 and which mentions what he called a notable example of the District of Columbia public school system in establishing a program which provides for the participation of business firms in innovative programs of education and training.

So, the godfather is Jack Javits, and the godmother is my wife, Ann Mathias.

Of course, the focus of the hearing is on the fact that the Nation's Capitol, like many other parts of the country, has been plagued in recent years by higher than average levels of unemployment. This problem, while faced by diverse segments of our population, is particularly tragic among young people.

Part of the problem of youth unemployment, certainly not all of it but a major part of it, can be contributed to a lack of preparation for the job and career opportunities that actually exist in the economy but which they can't take advantage of.

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So, the question really is what to do about it. The District of Columbia public school system has, in cooperation with several corporations, established a school curriculum which provides students an opportunity for exposure to specific career training, as well as orientation to the workplace at which they may later find themselves.

This hearing is an opportunity to explore the framework of this school within a school as well as the public-private partnership that is crucial to making the program a success.

The recently issued report of the National Commission on Excellence in Education called the voluntary efforts of business and others to cooperate and strengthen educational programs one of the essential raw materials needed to reform the educational system.

This morning we will hear about one local effort to refine the raw materials into a potentially valuable finished product.

I think it is only fair to take note of the fact that it is still in its infancy and it hasn't been around very long. So it is still somewhat experimental. However, the career oriented curriculum developed by the D.C. public schools may well hold a lesson for the whole Nation.

As an introduction to the hearing, I am going to make a part of the record Senator Javits' article in the Washington Post on February 14.

[Senator Javits' article follows:]

[From the Washington Post, Feb. 14, 1983]

JOBS: WHAT WE CAN DO

(By Jacob K. Javits)

I heard a preacher on television the other day say that he was frustrated and angered by the fact that we have 12 million unemployed—and that this was not only uneconomic but immoral. I agree, and there are very definite measures that can be taken and should be taken now, so that education and training may supplant idleness.

Unemployment compensation is the first consideration. Today it covers less than half of the number of unemployed. The remainder have used up their unemployment benefits or are not eligible for unemployment compensation. In the decade of the '70s, I handled the unemployment compensation bills on the floor of the U.S. Senate as a senator from New York and the ranking Republican member of the Senate Labor Committee.

It was a fundamental tenet of the legislation at that time that we should keep people off the welfare rolls as a matter of morale and dignity for the individual. This is the way it should continue to be, and the 65-week limit which we then established should continue today. This would require an extension of the federal aspect of unemployment compensation accordingly.

But the problem of idleness is the other side of this coin. For I remember the deep poignancy and the regret I felt in handling these unemployment compensation bills (which generally had a price tag of \$20 billion per annum) and realized that they were going to pay for idleness while seeking "suitable employment" that was not there to be found, rather than to consolidate and upgrade the education and skills of the unemployed worker who was unemployed because of economic conditions and through no fault of his own.

It is hard to realize in the United States of 1983 that 20 percent of Americans are unable to read, write or calculate at a high enough level to get and hold a job in the contemporary market and are, in effect, functionally illiterate.

It is hard to realize that some 50 million American adults have not had an education beyond the primary school level and have neither a high school diploma nor the equivalent of three years of high school education.

Similarly, it is hard to realize the extent of worker displacement in autos and steel, where the United States has fallen behind in the world competition. Hundreds

of thousands of workers who may never be employed again in these critical smoke-stack industries must be retrained or have their skills upgraded. It is estimated that even when economic recovery comes on stream, at least 8 million people will remain out of work later in this decade of the '80s, half of whom could find work with modernized skills.

I believe, therefore, that a top priority effort for the unemployed at the government level should be an amendment to the Unemployment Compensation Law requiring the worker not only to seek "suitable employment" but also to seek "suitable upgrading of education and of skills." In order to enable such a requirement to be practical, it will be essential to see that facilities for adult education and training are available. The administration believes this can come from the private enterprise system alone, but I believe that to be effective, a joint effort with government is vital.

From the private sector, the pattern is already established through the Private Industry Councils (PICs) established in 1978 and through the implementation of the Job Training Partnership Act of 1982. But in the governmental sector, much remains to be done. One of the most promising avenues is the linkage between private business at the local level and the public and secondary school systems (including the proper participation of private and religious schools on a sectarian basis).

Here there is an available pattern that needs to be appropriately used. The pattern is found in the Comprehensive Employment and Training Act of the '70s (CETA) which included the Javits-Humphrey 22 percent education-work set-aside. This feature, which was repealed in the block grant of the Job Training Partnership Act, provided funds to be used to support joint private industry-school agency education training programs. These programs could fund, for example, cooperation in plants and offices to provide practical experience in both education and skill upgrading. With rare exceptions, the schools of today do not invite the active participation of local businesses, but the collaboration of private business with education would represent a tremendous opportunity for both.

Indeed, this has been tried very successfully in some parts of the country. A notable example is in the District of Columbia public school system where Superintendent Floretta McKenzie has sought and obtained the participation of business firms in the establishment of innovative programs. She has recognized that employers are a vital part of the local community responsible for education. Her example could be a model for the whole country, and the federal government should act to encourage it. And let us remember that we are not talking about additional money. The necessary money could be set aside from funds appropriated for implementation of the role of Private Industry Councils under the Job Training Partnership Act.

Recent legislative proposals to permit a portion of unemployment compensation proceeds to be used for a job training voucher should be extended to include education.

Finally, I believe a component of public service jobs is also a necessary aspect of governmental action to meet the critical unemployment problem. The pattern of the Emergency Employment Act of 1971 and of the Public Service Employment Program of the late '70s under which we provided funds for 725,000 jobs in 1977 commend themselves strongly as an element of meeting the present crisis. Public service employment gives at least an opportunity for on-the-job training for unemployed people who have already undertaken some training. It is also a program which it is estimated could employ thousands within 30 days, the machinery having been so well established during the '70s. It is a fact, too, that the compensation involved is roughly equivalent to unemployment compensation and makes the financial aspect self-cancelling.

Congress should have a jobs bill that deals intelligently with these aspects of the tragedy of unemployment. It is a time for courage and resolution in Congress, and I believe from my own years of experience in the House and Senate that these qualities are there to be called upon.

Senator MATHIAS. Our first witness will be Mrs. Floretta D. McKenzie, the superintendent of schools of the District of Columbia.

TESTIMONY OF FLORETTA D. McKENZIE, SUPERINTENDENT OF SCHOOLS, CHIEF STATE SCHOOL OFFICER, DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Ms. McKENZIE. Mr. Chairman, first let me thank you and Mrs. Mathias for your continued interest and support of the D.C. public schools over the years. We are very pleased that Mrs. Mathias continues her very active work with our successful volunteer program, Operation Rescue.

Today I would like to share with you what we believe is a relatively new venture and one with tremendous potential for improving public education; that is, our partnerships with national and local corporations, trade associations, and foundations who are working with us to improve the quality of education for the young people of the District of Columbia.

I have prepared a statement, but I am going to highlight some of the salient points in the testimony and submit the complete statement for the record.

Senator MATHIAS. Without objection, a copy of your entire prepared statement will be entered in the record.

Ms. McKENZIE. We have been tremendously impressed by the extensive commitment of time, personnel, and resources that the private sector seems to be willing to invest in our students. We believe that it is virtually unprecedented.

We believe that these companies are making the investments because they believe first of all in the school system's ability to produce results, and they also believe that the returns will be more than the original investments themselves.

Our efforts are directed not only to developing quality high school graduates who are prepared to go into post-secondary education, but also to preparing students who are able to go into the workplace.

We have had the normal array of vocational education programs that other school districts have. In fact we have, I think, very excellent career development programs, but we felt that there was a need to bring together the real world in a more effective way with our training programs. For that reason, we sought support in developing career programs that spoke to areas of need within the economy.

We sought out corporations and foundations who were willing to enter into these ventures with us. Many of these private sector partners have pledged long-term support. National corporations that are involved and have played key roles in these partnerships include General Motors, the IBM Corp., Control Data, Blue Cross-Blue Shield. Among our local businesses are Goldberg/Marchesano and Associates, George Washington University Medical Center, D.C. Bankers' Association, the Hotel Association of Washington, and many more.

This is one time that I really hate to call the names of companies because there are so many involved.

Also we have gotten the support of the Greater Washington Board of Trade, the Federal City Council, and D.C.'s Private Industry Council in a number of our efforts. The Ford Foundation re-

cently gave us a grant that provided financial support to coordinate these efforts and enabled us to move at an even faster rate.

The assistance from the corporations has taken the form of supplies, equipment, loans of personnel, and even moneys to develop particular programs. The Mobil Oil contribution of over one-half million dollars over a 3-year period to enrich our arts program indeed is a significant contribution also.

As we have assessed what has happened since September 1981, we find that a conservative estimation of this assistance reaches the sum of approximately \$2.5 million. This figure does not include a lot of in-kind services. Last September also we took a very bold step to develop within the high schools school within school programs that were directed toward growth areas in the economy.

In some instances we not only had the program within the comprehensive high school, but we paired the comprehensive high school with a particular career development center that already had a beginning program.

We got the partners to help us with the designing and sponsoring of these programs. Therefore, we were able, with their help, to build on our own experience in our career high schools such as the Fine Arts School at Ellington, the Aerospace and Marine Science program that we already had at Dunbar, and a Mathematics and Science program that we were running at Ballou High School.

The programs stress basic skills proficiency. We refined the curricula offerings to address potential employers' needs. In some instances, we provide employability training. The courses or the programs that are addressed to post-secondary education have a very rigorous academic component.

The areas of growth in the economy as we see them—and we think that these are national, but we know that they are true for our metropolitan area—are in the engineering professions, health, communications, business, and finance, and particularly for our area hotel management and culinary arts.

Our school system, not unlike other school systems in other parts of the country, has limited financial and other resources that we can apply to solving the problems of our school district. We know from industry representatives that they are faced with problems getting competent employees. They indicate that some of their employees do indeed have deficits in the basic skills areas. Therefore, they are spending substantial amounts of money to provide training in these basic skills areas which they believe the school system should be providing.

Some people talk about a shadow education system that operates in the business world. While we do not expect in the very near future that that shadow education system will disappear, we do believe that if we can do a more effective job within the D.C. public schools, our employers, particularly in this metropolitan area, will not find the need to do the basic skills training, which is indeed the job of elementary-secondary education.

We also hope that with our training students in employability skills, training costs for companies can be reduced. We can also help them reduce their turnover rate. Also they indeed will have more productive employees.

Therefore, we see our programs of mutual benefit, not only to the school system and its clients, the students, but also to the partners.

We do not seek financial contributions for the purpose of just getting more money. In fact, financial contributions rank sixth in a list of ways that we call upon our partners to support our efforts, and therefore provide support for their own efforts.

We ask for, first, assistance in curriculum design. Some of our courses might be outdated, might not be directly related to the kinds of responsibilities that students will have in the work world.

Second, we ask for service as a liaison with other businesses in the same field in order to spread the responsibility so that we are not leaning too heavily on one partner.

Third, we seek paid employment opportunities for current, or recently graduated, students. Fourth, we seek technical support in terms of school facilities, design of equipment, maintenance, and classroom equipment.

We believe very strongly that we are in "sync" with many of the findings of the Commission on Excellence, that students need a longer day. Our students who are involved in our career oriented programs are in school generally from 8 a.m. to 4 p.m., while our usual school program for students is from 9 a.m. to 3 p.m.

We not only do this in our recently created programs but our career development centers effective next year will be running an 8 a.m. to 4 p.m. schedule.

The D.C. public schools' commitment and interest in private partnerships does not end with the establishment of career oriented programs. We have, in cooperation with IBM, joined with the John Henry Martin Corp. in a national validation study of an approach to teaching of reading and writing that is indeed revolutionary.

For 15 classes of kindergartners and first graders, we use the computer, the tape record, and electric typewriter teaching these youngsters to read by first teaching them to write. The 1,500 students involved in this program, as we are just about to complete our first year, have shown remarkable gains. Most of the kindergartners and first graders, between 70 to 80 percent of them, are able to read and write sentences, write stories, and also type their stories.

We also seek the support of businesses as we are moving to improve the management side of education. Education is our business. Schooling is our business. However, we do have to look at our business side in a more businesslike way.

We have taken our senior staff on a 3-day computer training course sponsored by Digital Corp. General Motors sends to us management training experts who work with us in team building annually. We also have received from IBM an executive on loan for 1 year, and we are expecting to receive another one this year.

We are encouraged by our initial work in this area. We believe it is a direction that school districts must take to make our instructional programs more reality-based. In addition, we must become more outcome-based and result-oriented.

I do want to thank you, Mr. Chairman, for the opportunity to publicly share our work in this area. I will be pleased to answer any question that you have.

Senator MATHIAS. I think one of the questions that I would like to start with is just to establish the dimensions of this program and the dimensions of the problem. What is the current enrollment in city high schools?

Ms. McKENZIE. Our current enrollment, grades 10 through 12, is 18,723 students.

Senator MATHIAS. How many currently are in the career oriented curriculum?

Ms. McKENZIE. In our career programs, we have about 3,260 students. In our newly developed programs, we have 160, and we will be probably doubling that number next year. However, it does indicate that not enough students in our secondary program, our high school program, are involving themselves in skill training in order to be prepared for the world of work.

Senator MATHIAS. It is really less than a sixth.

Ms. McKENZIE. Exactly. So, with these programs within our comprehensive high schools, we hope to break down the barrier between some students who might think that those who are seeking vocational type training are not as respected as those who are pursuing a so-called academic course. We must blur those lines.

Senator MATHIAS. By curriculum, when are you going to have your first graduating class?

Ms. McKENZIE. We are pleased to announce that we have already had a graduating class.

Senator MATHIAS. That's wonderful.

Ms. McKENZIE. Our first graduating class was the culinary arts class. It is a 26-week program, and as I indicated, it is sponsored by the Hotel Association Private Industry Council in cooperation with D.C. public schools. Those students have graduated and now are employed.

Senator MATHIAS. How large was that first class?

Ms. McKENZIE. The first one was rather small. It had 10 students, but we have 20 students in the second cycle.

Senator MATHIAS. How many will ultimately graduate in this career field? Hopefully the whole enrolled group?

Ms. McKENZIE. Right, and we hope to continue this program indefinitely. So, every 26 weeks we expect to turn out a new class.

Senator MATHIAS. Now, when do you first introduce a student to the career oriented program? At what grade?

Ms. McKENZIE. Well, we have started with career orientation now in our junior high schools. We did a career fair for the seventh and eighth graders at the National Guard Armory. So, we are trying to provide career information early on, but their first involvement comes mostly at grade 9 and some in—I meant to say mostly in grade 10 and a few in grade 9.

Senator MATHIAS. How do you decide the career areas to be emphasized? That is a very sensitive question for me because I remember years ago during the administration of President Kennedy there was a serious recession, a lot of people were out of work, and we were trying to provide job training for as many people as we could.

Up in Cumberland, Md., we set up a sewing factory. Particularly the women who lived in the mountain areas around Cumberland came in, and we got the National Guard Armory and we got rows of typewriters set up and several hundred women signed up for the training program.

After they had gotten started, somebody decided, looked around, and realized that there wasn't an industrial sewing job within 200 miles of Cumberland.

So, how do you decide what is the right career program to shoot for?

Ms. MCKENZIE. We are very much concerned about the possibility of training students for nonexistent jobs. So we work with the D.C. Employment Security Office, the D.C. Occupational Information Center, as well as with the Board of Trade, the Private Industry Council, the Federal City Council. Also we come upon and develop a consensus on the growth areas in the metropolitan area and nationally.

For example, we are limiting our courses in barbering and things like that because we know that there is not a large demand. We work with the folks who are constantly assessing the job market, and that's how we determine what programs we need to sponsor.

For example, in health careers 50 percent of those employed as nurses, I think, were from the Philippines. We know that there is a market here for health professionals. We know that the hospitals are sending their transcription work outside of the city. So, we are training medical transcribers.

We look at those instances and tailor our programs to where we know the jobs are going to be.

Senator MATHIAS. What about your own staff? There must be some difficulty in organizing your staff to interface with these career areas. How do you do that?

Ms. MCKENZIE. The reason I smile is because the staff for the most part has been tremendously enthusiastic about the involvement of the private sector, and you will hear from one of our teachers later on.

However, we are now in the process of arranging summer opportunities for our teachers to go out and work in businesses and corporations so that they will have a better sense of the demands in the work world that will be placed on the students and, therefore, will be able to be more effective as teachers.

We also send our administrators out. We had one administrator working with the Potomac Electric Power Co., and we also had teachers visiting and working in the hotels in the city.

So, we have received, I think, tremendous cooperation and enthusiasm from our teaching force because they, too, are convinced that we must deliver the kind of programs our students can use to parlay into real job opportunities.

Senator MATHIAS. Vocational education has been around a long time. I have been a great supporter of vocational education. However, we still have these very large unemployment rates in the youthful categories, age levels. What do you think is different about your program from the traditional vocational educational programs that Congress has been supporting all these years?

Ms. MCKENZIE. I believe that our programs are somewhat alike and somewhat different. They are alike in that students will develop some job skills, but in addition they will understand whole career areas. It is estimated that a person will change jobs on the average of five times during a lifetime. So, when you look at vocational training preparing you for a particular job, and you look at career training with respect to whole job fields rather than one particular job skills area, vocational education in some school districts has been isolated from the regular program.

While we have requirements for students entering vocational areas that are sometimes more rigorous than those for students going into the general curriculum, some people have not looked upon these programs as favorable.

We hope that integrating career-oriented-type programs in our comprehensive high schools, changing attitudes about work, and showing the relationship—career relationship—between what a kid learns in school and what he will do after he leaves school will help us in lowering drop-out rates. Hopefully students will be more goal oriented. Then in spite of the 50-percent unemployment among black teenagers, maybe we can make some dramatic reduction in that figure and show students that if you work hard and prepare yourself there are still opportunities available.

Senator MATHIAS. You mentioned drop-out rates. Do you see a significant difference in drop-out rates between your career oriented program and your regular academic program?

Ms. MCKENZIE. There is a difference. The drop-out rate in the career high schools, although I don't have the exact figure, is lower than in our comprehensive high schools.

Senator MATHIAS. So it does something to motivation to have this kind of an outlet.

Ms. MCKENZIE. Yes, once they make that commitment.

Senator MATHIAS. How do you integrate with the academic subjects? How do you work out the program so that the students continue to advance academically while they are getting career training?

Ms. MCKENZIE. We have given a lot of thought to that. We do not want our students to lose out on their options because they have chosen to explore in depth a career field.

So, therefore, the students are required to take the same number of academic courses that they will need in order to go into college. If you will note, I have indicated that they have a longer day, and in that longer day they take specific courses that are geared to their career interest. So, we are trying to protect their options.

We also do this: In our banking program there are certain terminologies that go along with a bank that you don't find in other career fields. So the English teachers of those students who are in banking of course work into the curriculum things that have to do with banking.

For our other programs, such as engineering, English teachers work with engineering terminology and other things. So, we integrate it right into the regular curriculum.

And then there is an additional time requirement for those students who are following this course of study.

I should add that, in addition, the students have internships and mentors, and they go onsite to businesses and corporations who have the job opportunities that they are interested in.

Senator MATHIAS. What about the business community's approach to this? Has this been a—you referred to it as a partnership. Is it an open partnership? Is it a voluntary partnership, or do you find that in dealing with the private sector you have to cope with the strings that people want to attach to their participation?

Ms. MCKENZIE. That is a very good question, and it is one that we gave a lot of consideration to as we decided to go in this direction. We determined that we must be equal partners and whatever we do must be in the best interests of our students. We find that businesses do treat us as equal partners, that their interest is in good employees, and they also support the school system of this community.

I am sure that Mr. Kleisner can give you his point of view on this matter, but we have found it to be two partnerships rather than one where one partner is somewhat less equal than the other.

Senator MATHIAS. So, you don't find the business community lays special conditions on you that are difficult for the school system to meet.

Ms. MCKENZIE. No. In fact, if conditions are laid that we find are not in the best interests of the students we say directly that we don't want to, for example, isolate the students and some other things. We have not had any difficulty with that.

Senator MATHIAS. Are the students paid when they are in training status?

Ms. MCKENZIE. When they are on a worksite they are paid if they are working. The Private Industry Council, as I indicated, for example provides the money to pay the culinary art students when they are in their practicum, working in hotels and restaurants in the city.

Senator MATHIAS. But not when they are in the school.

Ms. MCKENZIE. No.

Senator MATHIAS. Even though they are taking some schoolwork in that subject or in that area.

Ms. MCKENZIE. Right. They are not paid when they are in the school. Some students will be in hospitals this summer, and they will be a part of the city's Summer Youth program. They will be learning, but when they are working they will be paid for their work.

Senator MATHIAS. However, in order to complete the program they have to do some on-the-job training?

Ms. MCKENZIE. Yes.

Senator MATHIAS. You can't do it all in school; you have to do some out in the field. Is that right?

Ms. MCKENZIE. Well, we do expect them to have some experiences out in the field onsite, and some of these are not paid. When they go to visit with, for example, an engineer and shadow that engineer all day long, that is not a paid kind of thing.

Businesses also send people in to team teach with our teachers. So, they do have to have the field experience, but we believe that when they are working and contributing to the organization then they are paid. However, for certain experiences they are not paid.

Senator MATHIAS. Has the school system or the cooperating businesses been able to determine the specific number of jobs that are required from which students in each of these five career programs might find employment? What kind of totals are we looking at here?

Ms. McKENZIE. We have not come up with specific totals, but as we listen to the people in the culinary arts area they say that between 80,000 and 90,000 persons with those skills will be needed each year within this country.

Senator MATHIAS. Nationwide.

Ms. McKENZIE. Nationwide, and they are having difficulty getting trained personnel. So those are the kinds of things that we look at. For example, we look at the demand for computer science personnel. We find that some of our students who are trained in programing almost before they can graduate from high school are being pursued by employers.

So, while we have not come up with hard, fast numbers, we do see and know that there are career opportunities here that are somewhat different from those in other places.

We are, however, putting into place a centralized placement office to help us place not only students from these programs but our high school seniors in general. So we are developing job banks and opportunities for students. We will be working to help place graduating seniors who do not choose to go on to college.

Senator MATHIAS. Now, you mentioned the health professions. What kinds of jobs do you see there?

Ms. McKENZIE. Very definitely the nursing. We have a very strong practical nursing program.

Senator MATHIAS. Male and female?

Ms. McKENZIE. Male and female, very active. We also have medical stenography. We are starting a new program in medical transcribing. We have dental hygienist work. So we run the range of the entry level programs in the health careers. Our students have been placed and are being placed very effectively in those programs.

Senator MATHIAS. Could you guess how many jobs are involved here? If you don't want to guess right off the cuff, you could supply a figure later.

Ms. McKENZIE. I would prefer to supply a figure later.

Senator MATHIAS. Without objection, the record will be held open at this point to receive that information.

[The information follows:]

In the Washington, D.C., metropolitan area, nursing represents the second largest employment area. It is projected that between 1976-1985 there will be over 300 new nursing jobs each year. For nurses aides and orderlies there will be 230 new jobs each year. Nationally, health services represents the fastest growing job occupation, with an annual growth rate of 41.9 percent. By 1990 the United States will need 1,618,000 health technologists and health technicians and 1,490,000 health service workers (nurses aides and orderlies).

Ms. McKENZIE. However, for example, in our health program we are going to be graduating 102 students, and we expect all of them to be employed. Our job is to encourage others to come into these fields even if they want to become registered nurses later, but there are definitely opportunities available there.

SENIOR MATHIAS. What about the communications field? What sort of work is forecast there?

MS. MCKENZIE. In communications we have radio, television, journalism, graphic arts, and printing. For this area, the high media communications area, there are job opportunities available seemingly for the near future.

In addition, C&P Telephone Co. has indicated that it will join with us in September to develop an institute to train young people to repair telephone equipment, and they will use it as one of their training sites from which they will secure employees.

So communications in this metropolitan area is a big area.

SENATOR MATHIAS. How much voluntary choice is allowed to the students? Do you assign them to their career area in accordance with some judgment of their aptitude, or do they have free choice on that?

MS. MCKENZIE. The students have free choice to apply. There are certain requirements as to what kind of background they need in order to be successful. If they choose not to continue that is their option. However, all students are free to seek placement in these programs. In fact, we actively recruit students using other students and teachers to recruit students into the career oriented program.

SENATOR MATHIAS. What about adults? You don't have any adults in the program now, do you?

MS. MCKENZIE. We do have adults. We have adults in the culinary arts program. That is a program for senior students and for adults, those who have perhaps already graduated from high school and are either unemployed or under employed.

In our health career program, adults attend during the day as well as evening. In fact, in most of our career centers, development centers, we have adults going all day long with the students, and we find that it works very well.

SENATOR MATHIAS. One of Senator Javits' suggestions is that the Unemployment Compensation Law be amended to require the worker not only to seek, as it now does, suitable employment, something which is commensurate with his or her training and experience, but also to seek suitable upgrading of education and skills. If that kind of an amendment to the law were to be adopted, it could mean that you would have a tremendously increased application from adults.

If you were asked what more could the business community do than they are now doing, what would your answer be? What is your wish list from the private sector?

MS. MCKENZIE. I almost hate to say this, but at this point we are working on refining and improving the programs that we have ongoing. We are not so much seeking an involvement, although we will never turn down a good offer. Very recently, the Xerox Corp. offered a training site at one of our schools for word processing and computer science. An offer like that we could not turn down—a half million dollars worth of equipment, also assistance in design of the curriculum.

While we want to handle our partnerships very well so that we follow through, that we look at the employment trends, that we upgrade the quality of our teaching and interactions, we don't want to get so overwhelmed until we don't do a good job. So we are

moving very carefully now because we have, I think, many, many programs going. We did not touch on all of them.

For example, we have at one of our high schools a program sponsored by IBM teaching youngsters who have managed to get to the high school level and are still not reading, called functional illiterates. We are teaching them to read by using the typewriter and some prescribed materials as a validation program.

So, we could go on and on. That is what makes me hesitate about indicating that we will be as actively recruiting new partners as we have done in the past.

Senator MATHIAS. What about the Congress? Do you have any wish list for the Congress? What can we do?

Ms. McKENZIE. My major item on a wish list from the Congress would be a strong math-science legislation that will provide us with some development-demonstration funds to upgrade the quality of our mathematics and science instruction.

We realize that for so many of the fields in which students will find jobs in the future they require strong mathematics and science backgrounds. We need to provide retraining and other opportunities for teachers. We need improved materials. We need improved science labs, and we need the Congress to say to us in a very definitive way that mathematics and science are important and public education is important in this country.

Senator MATHIAS. Well, I hope the Congress will say that. I hope the Congress will go a little further than that. To the extent that I can make it happen I will. I think we also need to help you in the fields of the humanities. The ability to express ideas in simple, understandable, accurate English is a component, and I hope we keep that in balance.

Any program that you adopt is bound to depend to some degree on how much support the students get at home. What do you find the parent response to the new career programs is? Do you get an enthusiastic support?

Ms. McKENZIE. We have gotten tremendously enthusiastic support from parents and the adults in the community. Many say that if such programs were available when they were coming through that they would probably be much farther ahead in their chosen career fields.

We find that the community does want us to have a broad instructional program that includes the humanities where kids have analytical skills as well as the career training. In some of our programs parents are required to come in for an interview to indicate their support for the youngster going into a particular career oriented field.

Senator MATHIAS. Both in your testimony and in the report of the National Commission, there is mention of the need for longer schooldays—I can hear the groans from the students—and longer school years. There are resource problems. There are budgets that are affected by the length of the schoolday and the school year.

What do you think the likelihood of achieving more schooltime, more actual worktime in schools is?

Ms. McKENZIE. I am pleased to say that in our last negotiations with our teachers' union we did achieve a longer schoolday, from 6 hours to 6½ hours. We also added 4 days to the school year.

You are correct, Senator. It is a resource problem. Finances will be needed to support a longer day, a longer year. I did have the good fortune to visit Japan under the auspices of the Council of Chief State School Officers. I recognize that while we applaud their success in education that they have strong national support for public education by way of direction and finance. They have a 5½-day school week.

Senator MATHIAS. There is no argument about Federal control there.

Ms. McKENZIE. No, not at all. They have a 5½-day school week with students generally going about 7 hours and teachers a minimum of 8 hours. As I understand it, teachers voluntarily are there at most of their schools for 10 hours.

While I am not saying that we should or need to replicate everything that Japan has done, especially inasmuch as it says it is replicating our school system there, we do indeed need more time on task, and we can do it by adding actual time. However, we also need to give attention to the way the time is spent during the schoolday that we already have.

So, it is a two-pronged, I think, approach that we will have to give to this, looking at the way the schoolday is spent presently to try to cull out some of those things that do indeed shorten the instructional time and then look realistically at the extension of the schoolday and school year.

Senator MATHIAS. I have one final question. Do you have any conflicts between your educational personnel and the noneducational personnel involved in the career program? Do they integrate fairly well, or is there some competition?

Ms. McKENZIE. We believe that they integrate very well, and we consider them all educational personnel.

Senator MATHIAS. But do they consider it?

Ms. McKENZIE. I think more and more, as we are developing career programs, both in our comprehensive high schools and next year for our career development centers, all of our students will be assigned to comprehensive high schools and spend a half day in the career development center, those barriers will be broken down.

So, we have not gotten any information about any conflict, and we believe that we will continue to have success and cooperation among our teaching personnel.

Senator MATHIAS. Thank you very much.

[Ms. McKenzie's prepared statement follows:]

STATEMENT OF FLORETTA DUKES McKENZIE, SUPERINTENDENT OF SCHOOLS, CHIEF STATE SCHOOL OFFICER, DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Mr. Chairman and members of the Committee, I am pleased to join you today to offer some information about a relatively new venture which is reaping benefits for education and the business community alike.

Since September, 1981, the D.C. Public School System has forged numerous new partnerships with national and local corporations, trade associations and foundations to assist us in improving the instructional programs in our schools. The extensive commitment of time, personnel, and money on the part of the private sector in the education of today's students—and tomorrow's workers—is virtually unprecedented. Local and national business leaders are making this investment because they believe in the ability of the school system to produce results—results that will return more than the initial investments themselves. They also recognize that it is in their own best interest to act early, to help create academic and career-oriented

programs that produce motivated, able graduates who are better prepared to meet the needs of an evolving workplace. As a result, corporate leaders have participated actively in the designs, development, implementation, and provision of technical support—as well as direct financial and in-kind assistance—of programs in four main areas: high school career programs, educational technology, staff development, and the arts. In addition, other corporations and foundations have provided considerable general support which serves as a catalyst to extend to our youngsters the benefits from these and other programs.

These private sector partners, many of whom have pledged a long-term collaboration in our efforts, represents a cross-section of leading American corporations and local businesses. National corporations that have played key roles in our public/private partnerships venture include General Motors, IBM, Control Data, and Blue Cross/Blue Shield. Leaders among local businesses and associations include Goldberg/Marchesano and Associates, George Washington University Medical Centers, D.C. Bankers' Association, the Hotel Association of Washington, D.C., the Washington Board of Trade, the Federal City Council, and the D.C. Private Industry Council. In addition, the Ford Foundation recently awarded us a major grant for partial support of the new high school career programs co-sponsored by private industry.

Private sector assistance has taken many forms: direct cash contributions, donations of supplies and equipment, loans of personnel and equipment, and the less easily quantifiable areas of advice and support in a range of activities from curriculum design and technical assistance to the recruitment of additional business involvement. A conservative estimate of the private sector's financial and in-kind investment in our schools since September, 1981 exceeds \$2.51 million. In addition to grants and loans directly to the school system, this figure includes corporate and foundation contributions to nonprofit organizations to enable them to provide services for our students.

The five new high school career programs begun last September have provided the principal focus for private sector involvement. Our private partners have participated actively in sponsoring, designing, and launching these career programs which represent major fields with projected growth and future employment opportunities for the youth in our city. These high school career programs build on our prior experience with the existing career high schools of fine arts, aerospace and marine science, and mathematics and science. With the help of the private sector, we are designing school-within-a-school programs to produce competitive graduates for today's employment market, as well as students prepared to enter post-secondary institutions.

The programs stress basic skills proficiency, refinement of curricular offering to address potential employers' needs, employability training, and rigorous academic preparation. Students are recruited city-wide on a program-by-program basis. The five programs are:

Career programs and sites

Pre-engineering, Dunbar Senior High School.

Health Professions Program, Eastern Senior High School/M.M. Washington Career Development Center.

Communications Program, McKinley Senior High School/Penn Career Development Center.

Business and Finance Program, Woodson Senior High School.

Hotel Management and Culinary Arts Program, Roosevelt Senior High School/Burdick Career Development Center.

The D.C. public schools system, like most urban systems, has limited financial and other resources to use in solving problems. But we know we're not the only one with difficulties: Industry representatives tell us they are faced with hiring employees who are seriously deficient in basic skills—reading, writing, speaking, listening, reasoning, and performing mathematical computations. U.S. businesses, in fact, spend as estimated \$60 billion annually on training employees, and a large percentage of that amount is spent to upgrade employees' basic skills.

American Telephone and Telegraph, for example, spends an estimated \$6 million a year to teach 14,000 employees basic writing and arithmetic during office hours. Metropolitan Life Insurance devotes more than 40 percent of its training and development dollars to teaching English usage and general mathematics. Most entry-level training programs in corporations are not cost-effective, executives tell us, because too few employees keep their jobs longer than it takes to reach the break-even point of the training costs.

Thus, a "shadow" education system is operating in the business world. Corporate resources are being poured into remedial education an unnecessary expenditure if

schools were providing better-trained individuals. In the D.C. public schools, we argue that corporations ought to replace their remedial education costs with investments in basic education. By supporting improvements in schools, we contend, corporations can expect to profit from an improved labor force, lower training costs, reduced turnover rates, and more productive employees.

In our approach to the corporate world, we started with the commonsense proposition that people form partnerships to reduce costs and to reap mutual gains, not to subsidize one another. We knew, therefore, what we didn't want from the business community: a handout. Many schools' expectations of charity, in fact, are what give "public/private partnerships" a much-maligned image these days. Often the "partnership" in truth is philanthropy, volunteerism, or mere window dressing. Corporate involvement must not be a one-way street with schools on the receiving end of corporate benevolence. That kind of partnership is doomed to failure. Productive relationships seldom endure without a quid pro quo.

Providing project leadership and other forms of support is the more valued and less expensive role for major employers. It is not as quick or as tangible as a financial contribution, but it implies accountability for these new programs and, we believe, helps to ensure the staying power of our endeavor.

Financial contributions rank sixth in our list of six ways we call upon private sector partners to participate in our programs. More important to us is the help businesses provide with (1) curriculum design, (2) service as a liaison with other businesses in the same field, (3) paid employment opportunities for current or recently graduated students, (4) technical support (in terms of school facilities design or equipment maintenance), and (5) classroom instruction.

The recently released report by the Commission on Excellence in Education offers several recommendations for improving schooling in this country. The career programs already are addressing some of the commission's suggestions. For instance, the school day of a student involved in a career program generally is longer than the regular school day. Ninth grade preengineering students, for example, attend classes from 8 a.m. to 4 p.m. For many of our career-program students, the school year will run almost 12 months, because students also will participate in work experiences. (Some students in the communications program got a jump on their schooling last summer when Xerox Corp. funded 60 temporary jobs in communication fields.)

The D.C. schools' commitment and interest in public/private partnerships does not end with the establishment of career programs. We already have joined with IBM and the John Henry Martin Corp. in a national validation study of an approach to teaching reading and writing to kindergartners and first graders using a state-of-the-art computer laboratory. We also are negotiating the establishment of a computer technicians' institute with an industry leader and are making plans with another firm to provide staff training to teachers by way of an interactive satellite communications network.

In addition, the school system has sought and received assistance from the private sector in revitalizing the management side of education. We told corporations, "Because education is our business, it's time to educate in a businesslike way." As a result, the Digital Equipment Corp. designed a three-day training course in computer technology for top administrators, General Motors sent a management-training expert to conduct a team-building workshop for key school personnel, and IBM lent us one of its executives for a full year to help us mold and launch our high school career program.

The D.C. schools are very encouraged by our initial work with the business community. Moreover, we are gratified and very proud of our private partners' commitment to the children of the city.

I want to thank the subcommittee for this opportunity to publicly share our work in this area and I will be happy to answer any questions you may have.

Senator MATHIAS. Our next witness will be Mr. Frederick J. Kleisner, who is the general manager of the Capital Hilton Hotel and who represents one of the participating corporations. Mr. Kleisner, it is a pleasure to have you here.

TESTIMONY OF FREDERICK J. KLEISNER, GENERAL MANAGER, CAPITAL HILTON HOTEL

Mr. KLEISNER. Thank you, Senator. Similar to Dr. McKenzie, I will simply highlight the testimony I have submitted.

Senator MATHIAS. Without objection, a copy of your entire prepared statement will be included in the record.

Mr. KLEISNER. I am involved in the program that our superintendent has just outlined, not just from a social responsibility but also from one recognized clear industry need in the hospitality area in the hotel industry. We do have recognized needs for skilled professionals, skilled employees from the Greater Washington area.

Unfortunately, I have also recognized one other thing, that is that there has been a perception in the seven communities I have found myself in operating the Hilton hotels that our industry is one that has a position path for individuals who enter our business that offers mostly opportunities at low salary levels, even through middle management areas; provides really dead-end type employment, carrying dishes, clearing tables, making beds, sweeping floors and so on.

Senator MATHIAS. That can get old very fast.

Mr. KLEISNER. It sure can. I am committed to change in some way that perception and frankly focus on the fact that, if we as an industry recognize clear needs for skilled, trained professionals, we can say to a candidate who is willing to learn, show some initiative and, frankly, work hard, that we can create a career path that begins with an entry level position that substantially exceeds the D.C. and Federal minimum wage; and, second, that that career path is going to take that individual toward and focused on a head of household salary. For the high achiever, it will take them far beyond that level.

We can also, if we recognize that need as being true, say to the employers in our own industry that, No. 1, we will develop a program that won't ask you to compromise your hiring standards, and that, No. 2, our program is going to answer our mutual needs.

The focus we have made in the context of my involvement in the hospitality management program in the D.C. public schools has been really twofold—one, a recognized craft need; two, a management need.

In the area of craft need, I think it is fair to recognize this isn't just the employers who have said that they need trained culinary arts workers. The perception of our customers who are extremely value conscious, the relationship between price and value is very present in our industry. After all, we are selling a service, something that is consumed immediately and qualified immediately.

The consciousness of our customers has brought about a return to the classic culinary arts, particularly since the mid-1970's. That consciousness has caused a substantial decrease, and in many cases has totally eliminated the need or requirement for preprocessed or convenience foods.

Classic examples are kitchens that were closed down or substantially modified to accept convenience foods in the late 1960's, those kitchens are all being redone and put back to the classic culinary arts fashion, separating into various parts of the kitchen.

The unfortunate thing is, like many other cities, the fact that if we have these needs we also have a contrasting factor, and that is a level of unemployment, structurally unemployed people who are willing to work but lack those skills.

In the management area, each hotel is set up as a self-contained profit center. We departmentalize, therefore, the way a small corporation would. Our need for trained department heads is perhaps higher than most businesses because of that fact.

The need for a career program, both in the high schools that would be gaged toward students who wish not to proceed toward higher education, either can't or are not interested, and those who wish to enter colleges and universities, study our profession or a general business management profession, is clearly there, and we do have needs.

If I take those two points, combine them with one recognized fact—that our industry is not one that suffers from a flood of inexpensive, foreign-made alternatives to the service that American hotels give—we can look on it as a vibrant, expanding industry. In our Nation's Capital, as long as the rights of American citizens to lobby Congress continue, there is going to be a need for hotels. Combining that with the involvement of the Nation's Capital as a showplace for the world, as a tourist attraction and as a conventioning capital, shows that our needs will continue.

Our business does happen to be a cyclical business. We don't look at cyclical downswings as being lineal, unending. We are just coming out of a cyclical downswing that is very positive for our continued involvement in this program.

The partnership that we have combined, that we have been involved in, has brought the Hotel Association of Washington together with the facility that has been developed and educational support that has been developed by the D.C. public schools, with the Private Industry Council which is the private sector initiative program, and that group was put together through one of our business organizations. The first formal conversations we had started with the Washington Board of Trade, putting together the D.C. Public Schools, the Private Industry Council and the Hotel Association.

The program that we've just completed our first flight in—a 26-week program—involves a half and half. It involves classroom training that also involves work readiness. It involves a unique factor—

Senator MATHIAS. Let me interrupt you. Actually half and half in time?

Mr. KLEISNER. Yes. That's correct. The classroom training combines the educational and teacher support of the D.C. public schools in the facility with the contracted teaching support from the Culinary Institute of America, probably the classic chef school here in the United States.

The chef instructors contracted from the Culinary Institute are providing the same curriculum base they are providing in Hyde Park, N.Y. For those who are employers in this industry we are looking to the Culinary Institute and have been for many years for them to substantially provide our needs for chefs de partie and executive chefs.

In this program we have a commitment to support not just curriculum input, facility design input, but also in employment. We intend to see these youngsters who successfully complete that whole course have continued employment and know that their own

initiative, their own interest and involvement and attitude toward their job is what is going to carry them forward.

I would emphasize again the substantial focus on the entry level wage. The entry level average wage of a culinary worker in a hotel kitchen today is about 45 to 50 percent, and in my hotel it is 48 percent. That is higher than the D.C. minimum wage. That is a substantial incentive for someone to learn.

Appropos your own comment concerning whether or not students are being paid while they learn in the classroom. The incentive is there to almost double the income they would have by simply going out and looking for a job. I think that is a very substantial commitment.

In the management areas, we see the hospitality program for hotel management in D.C. public schools as a major provider for our front office positions, accounting positions, general management positions, housekeeping, and engineering as we departmentalize our operations. We are very pleased to be involved.

If you have any questions, I will be pleased to answer them.

Senator MATHIAS. Well, the first thing that I detect from your testimony is that you don't view this as a charitable effort. This isn't doing your good deed for the day, that you see this as a hard-headed business need that needs to be met.

Now, it may be doing good at the same time, but that really isn't the focus here, that there is a need for trained people, and you see this as a source for filling that need.

Mr. KLEISNER. That's exactly right. We do have an obligation to enfranchise our hotels as citizens of our cities, and we recognize that need. However, I really think that to charge forward only on that basis would not be in any way a productive effort.

Senator MATHIAS. Why haven't the programs that we tried in the past worked? What do you see as different about this that shows you some promise of success, both in filling the business need and in improving the general social climate in the community?

Mr. KLEISNER. The programs in the past—and I speak simply as a businessman; I've talked about a perception of my own business—the perception of vocational education has not been a positive one in the business community. There has been a stigma attached to vocational educational students that I see changed in this program.

This combines professional input that says early on, not after everything is all set up, deal with us on curriculum, on facilities, on layout and on how we attack the employability. First and foremost it says is this the right profession to be training people? Is this the right angle to approach? Does this fulfill the needs?

Also, stepping out of the educational process, from a federally funded employment and training program, until 1978, majorally and I think with few exceptions, most federally funded training programs were gaged at public sector employment.

If they were gaged at private sector employment, the private sector wasn't asked to get involved. Since 1978 when the private industry councils were first set up under title VII of CETA, there has been a mandate to have at least 51 percent business presence in those councils.

Once the Federal Government said, "Come on business. If you are sitting back criticizing, get involved yourself. We will give you funding support to do so." I think that is the big difference.

The perception of vocational education has changed, and the Federal Government has funded education and training programs that are gaged at private sector employment, which I think is very appropriate. If I'm not mistaken, five out of every six nonfarming jobs in the United States are.

Senator MATHIAS. But you think the private industry council is an integral part of this?

Mr. KLEISNER. Absolutely. The councils that have been set up since 1978, having chaired one in New York and involved as an executive committee member of the D.C. Private Industry Council, have taken away the identification, frankly, that CETA was a four-letter word.

As long as the Council followed its mandate in any community and followed the process of creating training opportunities for people who were structurally unemployed in the private sector by talking in advance to the people who are leaders in the business community as to what their needs are and providing an answer to their needs, I see that involvement doubling now under the Job Training Partnership Act.

This is because, attached to the involvement that title VII of CETA gave, is now a level of assured accountability, a mandate that 70 percent of all funds must be spent on training.

The businessman who picks up the newspaper for 6 months straight and sees articles talking about abuses in the CETA system that was gauged at public sector employment, when that businessman was asked in 1978 to get involved in something that was under CETA, his first reaction was one of repugnance, that I don't want to have my company or my name attached to something that hasn't worked well, that has been abused. Once that person was allowed to see what assurances were there—and now under the Job Training Partnership Act, those have been doubled and redoubled—business welcomes it with open arms.

Senator MATHIAS. I made some personal investigations of how CETA operated in the city of Baltimore, and I was really very pleasantly surprised by business reactions that I got because that was a well run program, and it did integrate decisions with business.

As a result, we took a poll, and we got something like 90 percent favorable response from the private sector participants, private sector employers.

So, I think I would draw the same conclusion that you do, that that is the direction we should go as long as it is carefully integrated, that you develop training for jobs that actually exist and not training for imaginary jobs.

Ms. McKenzie noted that education and training is a big expense for business. Do you see that programs such as the one we have been discussing might be an economy for business ultimately by lowering that particular cost?

Mr. KLEISNER. Absolutely. I would encourage all members of this committee to visit the Burdick Training Center and see the facility that has been established for the culinary arts training program.

I would not have the budget support, and if I did it would be used as a working kitchen, not as a training kitchen, to develop such a facility.

To bring in the chef instructors of the Culinary Institute to develop a true program that didn't really trust a chef to simply train and not use people to do the regular work they would normally be doing is a very comfortable situation for us.

However, the investment in plans, the investment in teaching support and chef instructor support is something that totally changes our own concern, for how do we train people. We had trained heretofore by interviewing graduates from the Culinary Institute of America, bringing them in on internship programs to our hotels and restaurants and clubs for that matter, too.

That changes now. We don't have to simply proceed through on-the-job training. We take candidates that are interviewed from a graduating class far removed from our own community. I see that having a substantial impact budgetary-wise on our training needs.

Senator MATHIAS. Is there any downside to this? Does it create any problems? What about problems in terms of the usual entry level of your employees?

Mr. KLEISNER. I don't think so. The way that the program in the culinary arts has been established is that through various announcements, the press, parent-teacher organizations, in community based organizations, neighborhood councils, individuals who are interested are made aware of their potential candidacy for such a program.

I don't think that anyone who has a total interest in becoming involved in something that is skilled be denied access to such a program. I really don't see any downside in the area of entry level people from other areas.

Senator MATHIAS. Has the Industry Council, or have you as one industry, considered that there may be a need some day to put the brakes on this program? You know, Mae West said that too much of a good thing is wonderful. So, Americans tend to go all out when we think we are on to a good thing.

However, training too many students for a limited number of jobs may not be wonderful. The Mae West dictum may not apply there. Maybe you are too far from saturating the market yet, but have you given any thought to that possibility?

Mr. KLEISNER. There is a finite end to any need. There has to be. This particular first program, I don't think it would be better if we had mixed it up in a bowl, from a needs standpoint and a curriculum standpoint and a salary standpoint.

The point I mentioned on customers' needs matching employers' needs I think is very important. The fact is in today's business world, in the hotel or restaurants, particularly the large ones, the real controllable that I look at is productivity, both in food costs and in labor costs. Utilizing my productivity starting from scratch on all preparations, from using the classic culinary arts, trained workers is what is going to give me the best controllable, and that is the increased volume that I need. That spells productivity.

I don't see this eating itself out. I think that the attrition level in our industry is going to continue to provide new opportunities, and

the expansion of our industry is going to continue to provide new opportunities in the culinary arts.

Senator MATHIAS. Let me ask you just one final question. Is there anything that the Congress can do or anything that you think the Federal Government at large can do that will encourage this kind of career oriented program?

Mr. KLEISNER. Number one, keep business involved. The Job Training Partnership Act is a great act that has come from Congress. We certainly support it.

As long as we are involved and there is an assurance of accountability in such programs, and lastly that there is not shoe laces tied together through too much paperwork, too much of a paper chase, too much bureaucracy, we will have a continued successful program in private sector-public sector partnerships.

Senator MATHIAS. Thank you very much for being with us, Mr. Kleisner. It is a very interesting story that you tell and a very positive contribution that you and your company are making in this effort. I would like to thank you for that personally.

[Mr. Kleisner's prepared statement, with attachments, follow:]

PREPARED STATEMENT OF FREDERICK J. KLEISNER

To the members of the subcommittee: My name is Fred Kleisner. I am General Manager of the Capital Hilton Hotel located in downtown Washington, D.C.

As a volunteer, I serve as a member of the Executive Committee of the D.C. Private Industry Council; as Vice Chairman of the Human Development Bureau of the Greater Washington Board of Trade; and as Chairman of the Advisory Committee to the Hospitality Industry Curriculum of the D.C. Public Schools Career Development Program.

As a professional, I have been involved in this career oriented curriculum, first recognizing that, after the Government, the industry in which I am employed is the largest employer in the District of Columbia.

Hilton Hotels Corporation, operator of the Capital Hilton Hotel, like many other hospitality industry employers, has a strong social commitment commensurate to its investment in Washington, D.C.

Beyond our social responsibility, we have recognized clear industry needs for skilled employable candidates from our area. Unfortunately, the general perception on employment opportunities in the hospitality industry has been, in most cases, a view that positions available both at entry level and up to mid-management levels offer opportunities at low salary levels with little or no skill requirements.

There is and has been a perception that hotels and restaurants place individuals in career paths which have an in-built demand—carrying dishes, making beds, sweeping floors, scrubbing pots, etc.

Professionally and personally, I am committed to see that there is a change in that perception. Washington's second largest employment group offers interesting and honorable career opportunities and places candidates, who are willing to learn and demonstrate initiative, on a career path that offers entry level wage which substantially exceeds the District of Columbia and Federal minimum wage, and at the same time offers a career ladder gauged primarily at the head of household salaries and upward mobility as far as any candidate's initiative involvement and attitude can carry. As an industry, all we ask of potential candidates, particularly in the area of culinary arts, is the successful completion of an educational and training program which does not ask prospective employers to compromise their high standards.

Our involvement in career oriented schools have focused on two specific areas of need in our industry: one need is a craft need and the other, a management need.

(1) The need for qualified chefs and culinary arts workers here in the District of Columbia and its environs cannot be understated. The traveling public that lodges and dines in our Nation's Capital today has a high level of consciousness with regard to the relationship between price and value.

As a reaction to this consciousness, the classic culinary arts have made an aggressive return since the mid 70's. We have focused, in particular, on the fact that in our kitchen, the true controllable factor with regard to food cost and labor cost is

productivity-combined with classic preparations, thereby, substantially decreasing and, in many cases, eliminating the use of convenience and pre-processed foods. Like many other cities throughout the U.S., this clear need for professionals in the culinary arts is contrasted by an oversupply of unemployed individuals willing to work but lacking those skills.

(2) Most hotels in our industry are self contained profit centers. They have, therefore, departmentalized same as small corporations. The need for trained management executives in our industry is extremely high. This need has heretofore not been met in our local area through the lack of career educational opportunities in the main stream of education aimed at employment as managerial levels in our industry and higher education in colleges and universities.

We can combine those two specific needs with one absolute fact: that is, our industry is not one that suffers from a flood of inexpensive foreign made alternatives to the service we sell and provide in American hotels. Throughout the U.S. and particularly in our Nation's Capital, the hospitality industry and in particular the hotel industry, is one of the most vibrant expanding industries and one which provides great career opportunities—opportunities that extend far into the future. We welcome the opportunity to have some hand in the career development schools of the District of Columbia.

The culinary arts program which has been developed in the District of Columbia public schools is an interesting partnership, put together with the direct assistance of the Greater Washington Board of Trade.

This is partnership made up of the District of Columbia Public Schools, the D.C. Private Industry Council, and the Hotel Association of Washington, D.C. The interest on the part of our D.C. private sector initiative program in providing training for CETA eligible individuals interested in the culinary arts matched interest of the D.C. Public Schools in developing a similar program as well as the industry's needs.

The D.C. Public Schools have developed the training center, curriculum and materials as well as teaching support. The D.C. Private Industry Council, through the private initiative sector program, provided substantial funding for the various portions of the program, including the on-the-job training portion work readiness and various materials.

The Hotel Association of Washington accepted the responsibility to fund the cost of the Chef Instructors contracted from the Culinary Institute of America, Hyde Park, New York—the classic chefs' training school of the United States.

The program in culinary arts combines 13 weeks of classroom training which includes skills training and work readiness training, as well as 13 weeks of on-the-job training in hotels, restaurants and clubs in Washington, D.C. A synopsis of the entire culinary arts training program is attached for your information.

We have just graduated our first class of 12 candidates. It is our industry's commitment to see that all current and future students in the culinary arts program who successfully complete the 26-week curriculum are offered job opportunities in our industry.

I have attached to my testimony budgetary and media information regarding our outstanding program in the culinary arts.

Additionally, the American Hotel & Motel Association Educational Institute recently conducted a seminar for the D.C. Public Schools which focused on further development of the hospitality program for 4-year high school students in the District of Columbia. It is anticipated that this curriculum will be finalized prior to commencement of the September 1983 school year.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS PRIVATE INDUSTRY COUNCIL CULINARY ARTS TRAINING PROGRAM

The hospitality industry is one of the fastest growing industries in the United States. Today, this industry affords employment opportunities for a significant number of persons in a wide range of jobs. Of the number of available jobs in the industry, the greatest demand is for persons with cooking skills.

Within the Washington metropolitan area, the demand for qualified, experienced cooks far exceeds the supply. With the rapid growth of fast food establishments and proposed building of new hotels, major restaurants, recreational facilities, and the expansion of institutional kitchens, it is likely that the need for cooks will become even more critical.

While there is an urgent need for cooks, many employers are reluctant to hire young persons with little or no work experience. Thus, lacking the experience and

competencies necessary for entry level employment, youth are caught in a cycle of structural unemployment—no job, no experience; no experience, no job.

PROGRAM GOAL

The intent of this program is to provide culinary skills training to eligible candidates with demonstrated aptitude and career motivation. It is designed to equip a trainee with basic skills required for employment as an entry level cook in a hotel, restaurant, corporate hospital or other institution kitchen. Further, the training should give the participant the foundation for a continuing career as a professional in the culinary arts field.

OBJECTIVES

- To prepare for entry level opportunities in commercial kitchens
- To fill the need for skilled cooks in the growing hotel and restaurant industries
- To acquire basic skills in food preparation
- To acquire a thorough understanding of work responsibility in the operation of a commercial kitchen

COURSE STRUCTURE

- This is a 26 week (7 hours/day, 5 days/week) program that includes:
 - 1 week of qualifying work readiness and industry exposure;
 - 3 weeks of basic culinary arts training taught by local chefs at Burdick Career Center; and
 - 10 weeks of advanced classroom instruction at Burdick Career Center taught by Culinary Institute of America's instructors.
- Basic Culinary skills ranging from stocks and soups, meat and fish preparation, baking and pastry to specialized ethnic cuisine will be taught. The curriculum includes:
 - Kitchen familiarization.
 - Breakfast cookery.
 - Preparation of stock, soups, thickening agents.
 - Vegetable preparation.
 - Nutrition.
 - Preparation of sandwiches, appetizers, hors d'oeuvres.
 - Preparation of breads, desserts, pastry.
 - Meat, fish and poultry preparation.
 - Microwave, poaching preparation.
 - Final evaluation.
- 2 weeks of motivational training and work readiness.
- 10 weeks on-the-job training in a Washington hotel, restaurant, or institution kitchen.

QUALIFICATIONS

- CETA eligible.
- Washington, D.C. resident.
- Age eighteen by completion of program.
- Good reading comprehension.
- Ability to follow instructions.
- A firm desire to be a professional cook.

EMPLOYER BENEFITS

Employers are reimbursed for 50 percent of their employee's wages during the on-the-job period.

Targeted Job Tax Credit

For employers who hire workers from selected population groups, The Internal Revenue Service provides tax credits of up to \$3,000 for wages paid during the first year and \$1,500 for the second year.

Many PIC trainees qualify for this additional credit. Therefore, CETA staff review eligibility of each trainee, providing the necessary certification to the employer.

If eligible, tax credit follows, and is in addition to the 50 percent on-the-job reimbursement.

Employer has the opportunity to hire carefully screened, trained people specifically for this industry.

EMPLOYER RESPONSIBILITIES

To provide supervision and guidance necessary to help the trainee become proficient as a cook, assistant chef, or chef.

To hire satisfactory trainees after the on-the-job period, if business conditions permit.

PIC'S RESPONSIBILITIES

To monitor training program.

To insure that training standards meet industry standards.

To provide counseling and follow-up services to both trainee and employers, as needed.

To streamline or eliminate unnecessary paperwork.

To provide advisory groups and sponsors for each class.

DCPS RESPONSIBILITIES

To develop level of self-sufficiency within two years.

To jointly with PIC and the hotel industry develop criteria to recruit students.

To insure that all students conform to the attendance and performance standards of the DCPS.

To evaluate along with other trainers the trainee's progress on a regular basis.

HOW TO APPLY

Complete an application and return it to:

All applications must be filed by:

Applicants will be scheduled for an interview and preliminary testing with DCPS counselor

If an applicant qualifies for this program, he/she will be invited back for a one week qualifying work readiness program. Final selection of candidates for program will be made at the conclusion of the readiness workshop.

CULINARY ARTS TRAINING PROGRAM/TRAINEE COMMITMENT AGREEMENT

It is the intent of the DCPS/PIC/Hotel Industry Culinary Arts Training Program to teach the basic skills for entry into the hospitality industry. I am entering this program with the objective of training for employment as an entry level cook. As a participant, I agree to:

(1) Properly care for the books, uniform, knives and other equipment issued me during the training period.

(2) Present a positive attitude toward the program.

(3) Develop a willingness to learn good attendance, punctuality and good study and work habits.

(4) Observe all regulations governing the classroom and to conduct myself in a well disciplined manner.

(5) Work diligently to complete successfully the ten weeks of on-the-job training and the thirteen weeks of classroom training.

(6) Accept an on-the-job training assignment as designated.

Maryland

Virginia

District of Columbia

Other

(7) Make every effort to cooperate with my instructors and classmates and to keep the line of communication open by requesting assistance whenever needed of the instructors, the counselors, or project manager.

(8) To keep the lines of communications open seeking assistance from my instructor if any difficulties or problems occur.

(9) Maintain respect for myself, my associates, my instructors and other personnel that I may encounter in the progression of the program.

Signed:

NOTE.—In lieu of the D.C. Hospitality Industry's current ability to absorb our proposed graduates, we will schedule two classes/year as proposed.

District of Columbia School System Culinary Arts Program Budget

10 weeks full-time classroom training \$2,935/student—(30 students).....	\$88,050
Detail budget:	
Screening and readiness workshop	5,000
Training materials:	
pre-program knife and book issue, \$75/student—30 students.....	2,250
3d week knife and book issue, \$40/student—30 students	1,200
Uniforms \$120/student—30 students.....	3,600
Job readiness workshop (10 days).....	7,000
OJT stipend: 8 to 10 week on-job-training minimum wage \$4/hour 30 students (42,000). Employers reimbursed for 50 percent of their employee's wages during on-the-job period.....	21,000
2 teachers (CAI) approximately	25,000
Food stuffs (13 weeks)	8,000
1 teacher/coordinator (DCPS)	15,000
Proposed funding:	
D.C. public schools:	
Screening and readiness workshop (5 days).....	5,000
Food stuffs.....	8,000
Training materials:	
Pre-program knife and book issue	2,250
3rd week knife and book issue.....	1,200
Uniforms.....	3,600
Teacher/coordinator (DCPS).....	15,000
Total.....	35,050
Private Industry Council:	
OJT stipend.....	21,000
Instructors (CAI)	15,000
Job readiness workshop (10 days)	7,000
Total.....	43,000
Hotel industry: Instructors (CAI)	10,000
Grand total per class.....	88,050
Per student cost (30 students).....	2,935

[News Release, District of Columbia Career Schools]

CULINARY ARTS AND HOTEL MANAGEMENT CAREER PROGRAMS OPEN

Two new programs to give students intensive career training in culinary arts and hotel management officially opened at a press conference on Monday, November 8, 1982. The career programs, jointly sponsored by the Private Industry Council, Hotel Association of Washington, D.C., and the D.C. Public Schools, are aimed at preparing students for jobs in Washington's growing hospitality industry, a field which projects 3,000 local job vacancies by 1985.

Master chefs from the prestigious New York-based Culinary Institute of America are serving as the program instructors in the newly created gourmet kitchen at the Burdick Career Development Center (1500 Allison Street, N.W.). The 26-week culinary curriculum includes fifteen weeks of training at Burdick in professional cooking skills and the preparation of American regional cuisine, buffet catering, and continental pastries. The students then have a week of "job shadowing" professional cooks in the city, followed by ten weeks of paid on-the-job training in the kitchens of major local restaurants and hotels.

"Currently, most professional employees in culinary arts are being imported from abroad," said McKenzie. "This program gives us an opportunity to introduce some local talent into an area with a bright employment future and opportunities for substantial career advancement."

The hotel management career program, also a joint venture between the school system and local industry leaders, will be launched with a class of ninth graders who will receive comprehensive instruction in traditional academic courses as well as training in food and beverage management, tourism, and sales promotion. The

hotel management students will attend regular classes at Roosevelt High School and receive their career-focused instruction at nearby Burdick.

The press conference featured a light menu prepared by the culinary arts students, a tour of the gourmet kitchen as well as brief statements by Superintendent McKenzie and officials from the co-sponsoring hotels and agencies.

[Editorial, WRC-TV 4, Nov. 16 and 17, 1982]

STUDENT CHEFS AND FUTURE JOBS

(By Gayle Perkins)

When Floretta McKenzie took over as school superintendent she promised to educate the District's public school students for further academics as well as for the world of work.

We all know that not everyone wants or needs to go to college to be self-supporting. Last week, District and hotel officials were shown the results of a creative 26-week program in the public schools that trains D.C. public school students to become chefs and cooks. From all reports the Food was good and the atmosphere over the joint venture between the schools and hotel industry was ebullient.

The 16 high school students in the program fed 200 people and proved that the private sector and public education can develop meaningful career development programs for our young people.

One thing is for sure: when career development is stressed our young people will be better prepared to find jobs. We commend the hotel industry and encourage other private industries to follow suit.

I'm Gayle Perkins.

[From the Washington Times]

STUDENTS COOK UP A CAREER

(By Isaiah J. Poole)

"That is our classroom," Maurice Hackett said proudly yesterday.

Draped in a white uniform and a chef's cap, Hackett pointed to a large kitchen where he and 13 other students were busy slicing vegetables, arranging a buffet salad and pulling several quiches out of large gleaming ovens.

It was exam day at Burdick Career Development Center yesterday, and the exercise was to please the palates of more than 100 guests invited by D.C. School Superintendent Floretta McKenzie to celebrate the opening of the public school's career training program in culinary arts.

The menu was at once modest and ambitious: Quiche Lorraine, stir-fried vegetables in a lightly sweetened sauce, a tossed salad accompanied by a choice of four homemade dressings, a fruit cup and zabaglione, an Italian custard.

More than 100 empty places later, an unofficial grade was offered by Al Natale, a professional chef from the Culinary Arts Institute who is the program's chief instructor. "I grade them very high . . . A lot of people went back for seconds and thirds. That's a compliment."

Burdick, in conjunction with Roosevelt Senior High School, the Private Industry Council and the Hotel Association of Washington, is turning out students who may well be the city's future top chefs.

McKenzie said she was "very proud" to show off one of five career development centers that she has initiated with private-sector support. The Burdick center, which began its first series of 26-week courses five weeks ago, is set up for vocational training in hotel and restaurant management as well as food preparation and service. The public-school system also has career development centers in the fields of engineering, health, finance and communications.

The program is open without charge to economically disadvantaged District residents who are either 12th-grade students or high-school graduates. The program has three phases: Students first have a week of "job shadowing," or essentially looking over the shoulders of professional cooks in the city. Then, students take classes and practice cooking skills at Burdick and Roosevelt, which are across the street from each other at 13th and Allison streets NW. That is followed by 10 weeks of paid apprenticeships.

Each 26-week session costs a total of approximately \$87,000, \$34,000 of which is paid by the public schools, \$43,000 by the PIC and \$10,000 from the Hotel Association.

"We want well-rounded, very competent students to come out of this program," McKenzie said.

Maurice Hackett, 30, is one of the oldest students in the program. A Congress Heights resident, Hackett spent a year looking for a full-time job before he heard about the program from his brother, a chef at a local restaurant.

"I like to cook. It runs in the family," Hackett said when asked why he is determined to get a career in what the private sector representatives supporting the program call the "hospitality industry."

But he said he finds the program "rough." Sessions start at 10 each morning, and could run as late as * * *. "It is a very intensive program, I think they are trying to give us in six months the teachings of about a year and a half."

Natale said, "The hardest thing to get them (the students) to adapt to" is that hotel and restaurant cooking is different from the highly seasoned "soul-food" cooking that most of the students are accustomed to.

"One thing we tell the students," Natale added. "If you make a mistake, you end up eating it."

[From the Washington Post]

STUDENT CHEFS SERVE DISTRICT, HOTEL OFFICIALS

(By LaBarbara Bowman)

District of Columbia school officials and managers from some of the city's leading hotels lunched yesterday on quiche Lorraine and stir-fried vegetables prepared by D.C. school students training to become professional cooks and chefs.

The lunch, attended by more than 200 guests at the Burdick Vocational School, 1300 Allison St. NW, officially launched a new culinary arts program, a joint venture between the city school system and the local hotel industry to train students for jobs in the city's hotel industry.

Sixteen high school students have been enrolled in the program since September. Yesterday's lunch was to publicize the course as part of one of the school system's initiatives to involve business groups in sponsoring a series of career development programs. The courses are designed to groom students for specific careers, while they continue to study traditional academic subjects.

"Upon successful completion of the 26-week program they are virtually guaranteed a job," said school Superintendent Floretta D. McKenzie. "We have to be careful that when we train that the opportunities are there and this is one program where we feel strongly that the jobs will be there," she said. McKenzie said later that the private groups had not promised to hire the students graduating from the program, but that she was nevertheless optimistic because of the business support for the program.

The D.C. Private Industry Council, which is a local business group, and the local hotel industry are paying nearly \$53,000 of the \$87,256 needed to operate the program in its first year.

The class also includes 10 weeks of paid on-the-job training in kitchens of major local restaurants and hotels.

[From the Washington Post, May 1, 1983]

COOKS BY DEGREE

(By Nancy M. Davis)

Mark A. McClinnaham can make hollandaise sauce in three minutes flat.

In six months he's learned the chemical properties of egg whites and the delicate handling necessary to make puff pastry puff. He can whip up quiche or creamy puréed soup.

McClinnaham, 20, learned to cook in the new Culinary Arts Training Program of the District of Columbia Public Schools. Of 70 applicants, he was among 23 selected for the first session. Of those, only 10 survived the rigorous six months of classroom work and on-the-job training.

That's why the students' recent graduation ceremony April 14 was hailed so proudly by program sponsors including public school personnel, the District's Private Industry Council, the Hotel Association of Washington, D.C., and the Culinary Institute of America, Hyde Park, N.Y.

Members of these groups created the training program as a rare opportunity for unemployed and unskilled workers, like McClinnaham, to become professional cooks. Someday a few of these first students may even become chefs, says Alfred Natale, chef-instructor and one of several Culinary Institute staffers who supervise training sessions held daily in the public school's professional kitchen at Burdick Career Development Center, 1300 Allison St. NW.

The food industry needs between 86,000 and 90,000 workers a year, Natale points out, and it's very expensive for employers to supply all the training. Therefore, the Culinary Institute has joined with local businesses and schools—here, in Westchester County, N.Y., and in Cincinnati—to develop a series of lessons that teach high school graduates the necessary skills. The institute's blessing has also given students special entry into Washington, D.C., kitchens, for many of the city's professionals were trained in Hyde Park.

McClinnaham, for example, has become a protégé of Capitol Hilton Executive Chef Walter Sheib, a Culinary Institute graduate.

To provide students a realistic view of food service work, their second week of training was spent in commercial kitchens. At the Hilton—one of 16 participating hotels—McClinnaham's "lessons" often began at 6 a.m.

"This is not sissy work," he said. There were 50-pound sacks of onions to be hoisted from floor to table, and hours of vegetable chopping. There were large pots to lift onto hot stoves. It was hard work, even for a Southwest Washington youth whose previous kitchen duty included feeding six siblings, plus military KP.

"Some people dropped out after that second week because they weren't prepared for the physical labor and nine-hour shifts," McClinnaham said.

The "survivors" then began 12 weeks of cooking school. They studied a curriculum similar to that offered on the Hyde Park campus. Institute chefs came in to teach certain lessons, and daily classes were supervised by Betty A. Sims, program coordinator.

Mornings started with a lecture-demonstration of a complete menu. Students then assembled a lunch that was often seven courses long.

Then there's the homework: "What is the proper temperature of water to be mixed with yeast? Quick." McClinnaham asked with a smile. "What is the correct order to combine ingredients for cake? There's very little time to fool around in a commercial kitchen, and you're expected to know the basics."

By the time he completed formal training, this graduate of Ballou High was ready to prove his skills during 10 weeks of on-the-job training at the Hilton, where he baked 20 quiches at a time, made huge pots of onion and mushroom soup daily and carved large joints of meat. McClinnaham was paid for his stint in the kitchen, with extra pay for carving, which is considered an advanced skill.

This program—with its valuable on-the-job training—has worked so well that a second session is under way. Twenty-three students were chosen from the many applicants who were tested and interviewed. The culinary arts project is just one of several job training experiments being conducted by the public schools in cooperation with local business, according to Frederick Kleisner of the Capital Hilton, a member of the Private Industry Council. He is operating a job bank for culinary arts students. On graduation day six were employed, including McClinnaham, who has earned a full-time position at the Hilton. Three others had interviews lined up and one, Lola McConnaughey, was enrolled in the Culinary Institute on a two-year scholarship.

To illustrate their new-found talents, the students in McClinnaham's class prepared a lavish luncheon for more than 100 guests at the graduation ceremony. They carved and assembled turnip flower centerpieces for each yellow-clothed table. The meal began with an unusual pairing of spicy barbecued shrimp atop hot, dill-sauced cucumber slices. The soup was gumbo z'herbes, made of various spring greens simmered in chicken broth, pureed and garnished with ham, veal, onion and scallions.

Chef Natale says the sauce for the entree, called "Chicken California," is very light, as it is thickened with rice flour. Only a small amount of sauce is necessary, because the chef recommends placing it next to—not on top of—the chicken breast, avocado, tomato and monterey jack cheese combination. This dish was served with tiny zucchini baskets filled with finely sliced vegetables. A mixed green salad was dressed with peanut vinaigrette. Dessert was apple pie, ice cream and whiskey sauce.

McClinnaham says fancy foods still aren't his favorites—but it's obvious his career choice has changed a few eating habits. These days, he likes his vegetables barely cooked and his meat medium-rare. He's gained 10 pounds along the way to his new profession. Where would he be were it not for such training?

Still out on the street, looking for a job, any job.

[From the Washington Times, Apr. 20, 1983]

NEW CHEFS GRADUATE CULINARY PROGRAM

(By Sue Mullin)

It's not the time to talk about the Scarsdale diet at Winnie Garrett's home in Southeast Washington this week. Rather, it's time to eat, drink and be merry.

Garrett, 43, is being graduated from the District public school system's new culinary arts program. In a few weeks, two of her children will be graduated from high school—a daughter from Mary Washington and a son from Dunbar. Another son, home from the Army, and a grown daughter who lives away from home will also be on hand to offer congratulations and sample the new chef's skills.

Her home cooking was good, says Winnie, but it was never like this. Her brood will think they're at the fanciest soiree at the Mayflower Hotel, she predicts. They'll be treated to Mom's canapes, hors d'oeuvres, bearnaise and bechamel sauces—gourmet fare from appetizers to dessert.

The Mayflower is where Garrett has been working for the past 10 weeks as part of the school system's new work-study (and in her case learn-to-cook) program. Employed in the banquet department, she's been getting daily hands-on experience garnishing buffet displays with her pates, exotic salads, fruit trees and cheese extravaganzas.

Called the brightest student in the graduating class of 10 by Chef Al Natale of New York's distinguished Culinary Institute of America, Garrett stands an excellent chance of being hired full-time by the hotel after graduation.

So as not to confuse Natale (who occasionally can be the proverbial testy chef with the famed upbeat "Gallop Gourmet," call him the "Flying Gourmet." He travels for the institute (popularly referred to in the industry as the CIA), teaching culinary skills in the District's program and another in Cincinnati. He also instructs airline and oceanliner food service workers whose firms contract with the Institute.

The Mayflower is one of more than a dozen hotels and motor inns in the metropolitan area participating in the chef program. It's a work-study program that "works," Natale insists, citing the burgeoning hospitality industry and its critical shortage of skilled food personnel.

The other hotels which provide slots for the students are the Ritz-Carlton, Dupont Plaza, Capital Hilton, Howard Inn, Hyatt Regency, Washington Hotel, Lowe's L'Enfant Plaza, Best Western Mid-Town Motor Inn, One Washington Circle, Ramada Renaissance, Sheraton Carlton, Sheraton Washington, Shoreham and Guest Services.

Begun in September, the program—headquartered at the Burdick Career Development Center at 1300 Allison St. NW—is a joint venture of the Hotel Association of Washington, the D.C. Public Schools and the Private Industry Council. The latter is a group formed under CETA (Comprehensive Employment and Training Act), but one which survived the dismantling of the federally funded program: Its track record in training persons in marketable, private-sector skills such as food service was that good. In the chef-training program, the PIC contributes more than half the funds, the District school system about one-third and the hotel industry, the balance.

It's estimated that the food service industry nationwide will need 85,000 chefs, cooks and bakers every year through 1990, officials say. Floretta Dukes McKenzie, superintendent of D.C. Schools, appears then to have zeroed in on a career skills program with a delectably bright future, and succeeded in enlisting the hungry private sector's assistance.

The classes, which give entry-priority to low-income persons, are 26 weeks long and are under the direction of master chefs from the Institute, which is located at Hyde Park. Their \$300-a-week salaries are paid from the program monies. No Mickey Mouse course, the program is styled after the Culinary Institute's two-year associate degree program, and the Burdick School kitchen duplicates a modern com-

mercial kitchen in equipment. Even for the classes at the school, the students wear crisp white cotton trousers, jackets, aprons and paper hats.

"I've worked in food service at hospitals," says another graduate, Michelle Alexander, 22, who also lives in Southeast. "But I wanted to move up in the field. Before I started these classes I thought they'd just be repeating things I already knew how to do, the basics, things I'd done at my former jobs or at home. But I've learned so much I can set up buffets, make flower designs with a pastry bag, cook fancy sauces."

Alexander has been training-on-the-job at the Sheraton Carlton. She says that in addition to perfecting many of her cooking skills, she's learned a lot from her co-workers about "keeping a good attitude." The pace of a professional kitchen is not for slowpokes or grudgeholders, she says. Teamwork, pride and every member of the staff pulling his or her own load are among the most important work skills learned in the professional kitchen, she says.

Not all the fledgling chefs are women. In fact, most of the class is male—not unlike the profession itself, although that is slowly changing in America.

Cornelius Brown, 22, who lives on 15th Street NW, is another of the Burdick students. Each day before they head for the school's kitchen to cook, they choose "the commanders"—a chef and a sous chef to take charge of "the troops." Like the Army, Brown says, their word "is law."

Brown, who's completed a special portion of the training known as "job shadowing," or observation, at the Sheraton Washington, says he's learned from that experience that preparing tasty, attractive, hot meals in a commercial setting calls for detailed timing and an efficient distribution of duties. Donning a bona fide chef's toque this day, he adds that someone has to see that the trains run on time.

As the students go to the supply room to pick up clean-up supplies, a student in charge of filling orders refuses to give another student some Handi-wipes.

"Oh, you," snarls the student lined up for her supplies. "You're acting like a jerk."

"You're not getting anything without filling out a requisition and having it signed by the chef," retorts the order-filler. "I'm not a jerk. I'm doing my job."

While the brouhaha over the Handi-wipes ensues, Betty Sims, a home economics teacher for the District schools and coordinator of the chef's program shakes her and head and sighs.

"They're going to have to work this out," she says. "part of the training is to follow instructions and carry out your responsibilities."

To prepare for coordinating the new program, Sims went to the Culinary Institute of America for eight weeks last summer.

"I studied buffet foods," she says, "and let me tell you, it was hot during the summer working in those kitchens eight hours a day. But I came away from it knowing what it's like to be a student again. I know that this work takes talent, devotion and cooperation just like any other profession."

Busy this day doing the pre-preparation for their own graduation banquet, such as rolling out shells for apple pie and mixing dry ingredients for rolls except for the yeast, which they've learned would "break down" and become ineffective if added too soon, the graduates and undergraduates go about their tasks without complaint.

"It may seem odd that the graduates, the honorees, are cooking their own graduation feast," Sims says. "It may seem even odder that after the dinner, they'll have to get back in the kitchen and clean up. But the whole purpose of this program is to replicate a professional kitchen situation."

About the only way in which the graduation banquet resembles a busman's holiday for the graduates, she adds, is that the food will be served to graduates and guests by the undergraduates.

"They're going to be looking sharp, too," adds Sims. "I'm trying to find identical bow ties for all those who'll be serving at the banquet."

In addition to Garrett, Alexander and Brown, the graduates are Phillip Dozier, 18; Lola McConnaughey, 18; Joseph Kinard, 19; George Hankerson, 19; Mark McClinnahan, 20; Tanner Roboya, 22 and Edwing Flores, 27.

The graduation menu, which the students devised with the help of Natale, whom they always address as "Chef Natale," reads:

Barbecued Shrimp On Marinated Hot Cucumbers

Gumbo d'Herbes Soup

Mixed Green Salad Americaine With Peanut Dressing

Chicken California

Two-Potato Swirl

Assorted Hot Breads, including Cornbread, Tea Biscuits, Zucchini Sticks

Fresh Apple Pie with Wild Turkey Bourbon Sauce

Senator MATHIAS. The subcommittee will take a 7-minute recess. [Recess.]

Senator MATHIAS. The subcommittee will come to order.

The most important—with all due respect to Ms. McKenzie—the most important cog in this wheel are the people who actually make the wheels turn, and that is the teachers. So we are happy to welcome Judith Richardson, a teacher in the Dunbar Senior High School, who can describe the program from the perspective of the teachers.

TESTIMONY OF JUDITH RICHARDSON, DIRECTOR OF ENGINEERING, PREENGINEERING PROGRAM, DUNBAR SENIOR HIGH SCHOOL

Ms. RICHARDSON. Thank you, Mr. Chairman. I am a mathematics and computer science teacher in the preengineering program at Dunbar High School in Washington, D.C.

My career is as an educator, and I have studied toward a terminal degree. I have written a math text as well as done computer science curriculum. I have served as a teacher, trainer, and classroom teacher on both the high school and college levels. I am currently serving as a part-time university instructor and education consultant to business firms.

At a time when public education is under such close scrutiny, it is a pleasure as an educator to be involved in a program that promotes and maintains high academic standards, one that requires 4 years of science and mathematics as well as English and history, a program that is committed to producing competent and marketable graduates.

The Dunbar Pre-Engineering High School, in alliance with IBM, Pepco, and General Motors and local universities, has established a strong educational environment that provides each student with academic support, social role models, career education, work, and university experience.

The Pre-Engineering High School at Dunbar was established to familiarize and prepare high potential ninth graders for careers in engineering, a field whose projected job openings will continue at more than double the number of graduates.

Through an intensive course of study, a variety of experience, high expectations and motivational exposure, the PEHS aims to develop resourceful, self-activating, well-rounded graduates who can

analyze new situations, make appropriate decisions and communicate their ideas effectively.

The Pre-Engineering High School was established to implement the following objectives. No. 1 is to provide an intensive course of study which emphasizes mathematics, science, and communication skills.

No. 2 is to arrange correlated experiences and resources which enhance student interest. No. 3 is to emphasize the analysis-synthesis and application levels in problem solving.

No. 4 is to utilize some of the newer individualized instructional techniques that have been demonstrated to be effective with high ability students. No. 5 is to set specific goals for each student and assist them in meeting these goals.

No. 6 is to require students to master certain competencies in each subject area, thus allowing for a continuous program approach. No. 7 is to structure experiences which increase self-esteem, self-discipline, and results-oriented practices. No. 8 is to organize a daily schedule to accommodate tutorials, counseling, and advisory sessions, both group and individually.

No. 9 is the plan for advanced placement and enrichment courses for 11th and 12th grade students. No. 10 is to establish a standardized testing program. No. 11 is to build in and regularly feature workshops and seminars which will relate to, support, and extend classroom instruction.

Senator MATHIAS. Will it disturb you if I interrupt you?

Ms. RICHARDSON. No, it certainly won't.

Senator MATHIAS. I want to harp back on a theme I took up with Ms. McKenzie. You emphasize mathematics, science, and communication skills. Are communications skills generally language, writing, use of English, and that sort of thing?

Ms. RICHARDSON. Speaking skills, written English, as well as, after talking with industry and business, technical writing. They were very concerned that our engineers—our potential engineers—would be able to communicate their ideas effectively. So, we have a strong component on creative writing and technical writing.

Senator MATHIAS. Is that a perceived problem today?

Ms. RICHARDSON. Communications skills?

Senator MATHIAS. Yes.

Ms. RICHARDSON. Yes. When we went to two universities, one of the major complaints concerning their incoming students was that they were very good in the math and science areas and very poor in English.

Let me summarize and give you some idea of the structure of the program, what it involves, and what a typical student goes through.

The academic program has strong laboratory experiences and effective communication skills. A typical student day begins at 8 a.m., runs through algebra I, physical science, world history, either physical ed or personal typing—one of those a semester—English 9, engineering drawing, computer science or an elective. Those students who take an elective take computer literacy from 3 p.m. until 4 p.m.

The 3 p.m. to 4 p.m. is a session that is set up with seminars, speakers, resource people, community and business involvement.

Another component of the program is adjunct classroom experience. Speakers are provided by business, university, or career selections—study skills, test taking techniques, and training on attitudes. Field trip experiences are also involved.

Senator MATHIAS. Now, field trips are just simply to look at facilities, or do they actually involve working in facilities?

Ms. RICHARDSON. Not during a field trip. What we have done with cooperation from corporate sponsors is taken some field trips that enhance classroom activities. For instance, they are in an engineering drawing class. They have gone to the U.S. Navy Yard where they have seen structural engineers, looked at some of the blueprints, and gotten an idea of how their drawing is used in the engineering field.

We have a computer science class. We have been on a field trip sponsored by IBM.

Senator MATHIAS. Enough to show the student that working in this area really amounts to something and comes out or finally emerges as a useful product.

Ms. RICHARDSON. That's right. The enrichment seminars that are also involved in extra classroom experience have been sponsored by engineering firms, business community, NASA Space Center, mathematics professors from local universities, and also communications skills seminar on speaking.

The third component of the program is the mentor program. The mentor program is a volunteer effort that pairs engineers and professional employees from Pepco, the U.S. Navy Yard, Bowie State College with ninth grade preengineering high school students. The mentor is an adult role model who, in an informal setting, provides much needed moral and academic support.

A fourth component is the university and corporate involvement. These provide us with resource speakers, curriculum development, staff development, shared equipment and facilities, summer experiences with staff and students.

A fifth component is what we call the summer student experience, and this will be our first summer. We are working now on several possible projects to involve our students with over the summer.

One of them is a pilot program on career development which will include a 1-week paid work experience with one of the corporate sponsors. A second one would be a computer camp that will be done onsite at Dunbar with our students being paid computer aides in additional summer camps.

Student orientation for new as well as existing students will also take place this summer.

The summer staff experiences are going to include curriculum development for new and existing staff; General Motors Institute, which is a summer orientation for new staff; and staff development, a look at teaching techniques, individualization techniques for the gifted and talented.

We at Dunbar High School are certainly very proud of the educational opportunities adherent in this public-private cooperative educational effort.

I would like to thank the committee for listening, and I am certainly willing to answer any questions that you might have.

Senator MATHIAS. Let me ask you just one question because I have been interrupting you with questions as you went along. Is there anything in the business response that you would like to see different or improved?

Ms. RICHARDSON. I think one of the very positive things about business is that they have been very willing to provide things that we perceive as needs. We have not had any corporate sponsors and said that they think we ought to do it this way. They have worked with us in developing programs, and they have been more than willing to provide the expertise and to go in the direction that we together thought they should go.

Senator MATHIAS. I am interested that you say that because that really reflects the business attitude as expressed by Mr. Kleisner that there is a good communication between you. To get it from both sides is an encouraging thing from my point of view, sitting here in the middle.

Thank you very much for your testimony. Without objection, a copy of your entire prepared statement will be inserted in the record at this point.

[The prepared statement of Ms. Richardson follows:]

PREPARED STATEMENT OF JUDITH RICHARDSON

Mr. Chairman and members of the committee, my name is Judith Richardson, and I am a mathematics and computer science teacher in the Pre-Engineering Program at Dunbar High School, Washington, D.C. In my career as an educator, I have studied toward an advanced degree, written a math text as well as math and computer science curriculum, served as a teacher trainer and classroom teacher on both the high school and college levels. I am currently serving as a part time university instructor and educational consultant to a business firm.

At a time when public education is under such close scrutiny, it is a pleasure as an educator to be involved in a program that promotes and maintains high academic standards; one that requires four years of science and mathematics as well as english and history. A program that is committed to producing competent and marketable graduates. The Dunbar Pre-Engineering High School in alliance with business and local universities has established a strong educational environment that provides each student with an academic support system, social role models, career education and work and university experiences.

The Pre-Engineering High School (P.E.H.S.) at Dunbar was established to familiarize and prepare high potential ninth graders for careers in engineering—a field whose projected job openings will continue at more than double the number of graduates. Through an intensive course of study, a variety of experiences, high expectations and motivational exposure, the P.E.H.S. aims to develop resourceful, self-activating, well-rounded graduates who can analyze new situations, make appropriate decisions and communicate their ideas effectively. The Pre-Engineering High School was established to implement the following objectives: provide an intensive course of study which emphasizes mathematics, science, and communication skills; arrange correlated experiences and resources which enhance student interest; emphasize the analysis-synthesis and application levels in problem solving; utilize some of the newer individualized instructional techniques that have been demonstrated to be effective with high ability students; set specific goals for each student and assist them in meeting these goals; require students to master certain competencies in each subject area thus allowing for a continuous program approach; structure experience which increase self-esteem, self-discipline, and results-oriented practices; organize a daily schedule to accommodate tutorials, counseling, and advisory sessions both group and individual; plan for Advanced Placement and enrichment courses for 11th and 12th grade students; establish a standardized testing program; and build in and regularly feature workshops and seminars which will relate to, support and extend classroom instruction.

The Pre-Engineering High School Program was designed to produce competent graduates who are able to compete in major universities and in the work place. Toward this end, the faculty was especially selected and trained in a four week

summer experience at General Motors Institute in Flint, Michigan. Here program teachers gained both academic enrichment and valuable insight into the cognitive skills desired by universities and industry.

Students also were especially selected from top eighth grade applicants, who were tested, interviewed and selected. New students attended a week long summer orientation session. In September, these students became the only class of ninth grade students at Dunbar Senior High School.

The organization of the Pre-Engineering High School can be broken down into six integral parts.

(1) *Intensive Academic Program.*—The intensive academic program emphasizes continuous progress, strong laboratory experiences and effective communication skills.

COURSE OF STUDY FOR GRADE 9

Period	Subject	Teachers
8 a.m.	Algebra I	Ms. J. Richardson, coordinator
1st	Physical science	Ms. I. Uston, Science Department
2d	World history	Ms. J. Coffey, chairman, Social Studies
3d	Physical education	Mrs. E. Matthews, Physical Education Department
3d	Personal typing	Mrs. A. Wilkinson, Business Department
4th	LUNCH	
5th	English 9	Mrs. L. Heard, English Department
6th	Engineering drawing	Mr. L. Sims, Mathematics Department
6th	Computer science I	Ms. J. Richardson, coordinator
7th	Elective *	Dunbar faculty
3:15 p.m.	Seminars, tutorial, counseling activities (computer literacy NWF)	Business and community resource people and Dunbar faculty

* Electives: French I, Spanish I, Aerospace Science I, and Air-Frame Mechanics.

(2) *Adjunct Classroom Experience.*—Speakers provided by business and university or career selection, study skills, test taking techniques, positive attitudes. Field trips to science installations and technical work environments. Enrichment seminar series in science, engineering, space, creative writing, mathematics and communication skills.

(3) *Mentor Program.*—The P.E.H.S. Mentor Program is a volunteer effort that pairs engineers and professional employees from P.E.P.C.P., U.S. Navy Yard and Bowie State College with ninth grade P.E.H.S. students. The mentor is an adult role model who in an informal setting provides much needed moral and academic support.

(4) *Corporate and University Involvement.*—Resource speakers; curriculum development; staff development; shared equipment and facilities; and summer experiences for staff and students.

(5) *Summer Student Experience.*—Pilot program on career development including a one week work experience. Computer camp for students with employment as aides in additional summer camps. Student orientation for new and existing students.

(6) *Summer Staff Experience.*—Curriculum development; General Motors Institute summer orientation; and staff development—individualization techniques for gifted and talented.

We at Dunbar High School are certainly very proud of the educational opportunities inherent in this public/private cooperative educational effort. I want to thank the committee for listening and am certainly willing to answer any additional questions.

Senator MATHIAS. Perhaps we could move on to Ms. Nancy Hill who is a student and who sees this as the ultimate consumer of the program and then come back with some additional questions.

Ms. Hill.

TESTIMONY OF NANCY L. HILL, STUDENT OF ENGINEERING, DUNBAR SENIOR HIGH SCHOOL

Ms. HILL. Good morning, Mr. Chairman. My name is Nancy L. Hill, and I live in Southeast Washington, D.C. I currently attend

Dunbar Senior High School, which is located in Northwest Washington, D.C. I am the president of the ninth grade preengineering program which is housed in Dunbar High School. I am a member of the student government at Dunbar and a member of the Metcon Engineering Club.

My favorite subjects are science, algebra, English, computer literacy, engineering drawing, and French. My interests include reading, medicine, drama, and music. My career goal is to be a medical doctor or an engineer, whichever I find to be the most exciting.

The preengineering program at Dunbar Senior High School has many advantages over regular school programs. The fact that each of the students in the program takes eight classes per day indicates the abundance of knowledge we receive.

Being in the preengineering program allows us to take many exciting and enriching field trips, have access to many professionals in the engineering field, and allows us to participate in other programs outside of Dunbar.

Although my career goal is to be a medical doctor, the program exposes me to many other careers other than medicine that I might take up in the future. The program also allows me to meet professionals in engineering, business, and education.

The numerous field trips give us hands-on exposure to engineering. They allow us to venture into the wide world of opportunity.

Through our contact with mentors and engineers, we get first-hand information from those who do the actual work. We are allowed to call them at any time to talk about any problems that we might have.

I enjoy participating in the preengineering program at Dunbar. I chose Dunbar's program because it offered the best academic courses, an excellent variety of extracurricular activities, and an understanding and supportive staff.

My courses include physical science, algebra, English, typing, history, engineering drawing, French I, and computer literacy. It took me a while to adjust to 8-hour school days, but now I fully enjoy each and every one of my classes.

Engineering drawing and computer literacy are my special classes. My engineering drawing class enables me to learn architectural and drafting skills. My computer literacy class teaches me to use computers which are a very large part of our society today.

Our preengineering program has connections with business and colleges. These businesses include IBM, General Motors, and Pepco. IBM has donated to us 10 personal computers. GM and Pepco, as well as IBM, have sent us an abundance of information pertinent to engineering. Each of our sponsors provide the mentors who are standing by to help us in every way they can.

Howard University, the University of the District of Columbia, and Bowie State University are all part of our learning also. They allow us to borrow laboratory equipment, they have sent speakers to talk with us about careers, and they also have offered to help us with our schoolwork. Many companies and universities like these are very interested in our unique program.

The fact that the preengineering program is housed in Dunbar Senior High School gives the students a variety of academic

courses as well as the opportunity to participate in extracurricular activities.

Although I am with the program students for math, English, science, history, et cetera, I can at the same time be with nonprogram Dunbar students in my elective, sports events, student government, and so many other things that are necessary to shape a well-rounded student.

Through my participation in the preengineering program, I have participated in activities and outside programs which I would not have without being a part of the program. Some of these include a reception at the Vice President of the United States' home in which I was one of 10 students selected from the entire District of Columbia, and the heart research program in which I will be working in a hospital research laboratory this summer.

Dunbar's ninth grade preengineering program has greatly benefited me. It has exposed me to many new things which have given me an entirely new outlook on life. The program has broadened my path to the future.

Senator MATHIAS. I am extremely interested that you say that although you live in Southeast you chose to go to Dunbar. I am wondering how the word gets around among the students that a program like Dunbar's is available. How did you hear about it? How did you make the choice?

Ms. HILL. Well, I received a brochure in the mail explaining the preengineering program, its courses, and activities. Dunbar offered courses of engineering and drawing labs that other programs did not.

Senator MATHIAS. You got it through the mail?

Ms. HILL. Yes.

Senator MATHIAS. Let me ask Ms. McKenzie this. Does this go to all high school students?

Ms. McKENZIE. That information goes to students who seem to have the ability to handle such a rigorous program. For example, a principal or counselor can go into the file for students who have strong backgrounds, and then they recruit.

Senator MATHIAS. So, the talent scout looks at records.

Ms. McKENZIE. Yes.

Senator MATHIAS. And your computer system is advanced enough that you have that ability?

Ms. McKENZIE. Yes.

Senator MATHIAS. That is extremely interesting.

Let me ask Ms. Hill this question. How do you think your involvement with businesses, on field trips, and otherwise, helped you to understand engineering?

Ms. HILL. How has my involvement with businesses—

Senator MATHIAS. How has this program helped you in approaching the study of engineering?

Ms. HILL. My involvement with businesses and outside schools enables me to obtain excess knowledge pertaining to engineering and allows me to get hands-on experience using materials donated to our program.

Our corporate sponsor sponsors most of our field trips which gives us an opportunity to observe the work of actual engineers and makes us realize the importance of our preengineering courses.

Senator MATHIAS. You mentioned mentors. Ms. Richardson also mentioned mentors. Let me ask Ms. Richardson this question. How much time does the mentor have with the students?

Ms. RICHARDSON. Each mentor who has said that they are interested in working with a student establishes what time they have available. They meet either informally with the students or through telephone contacts. So, the students have their home phone numbers as well as their work phone numbers, and they are on call and can contact them at any time during the day or during the workday.

Senator MATHIAS. Does that work pretty well, Ms. Hill?

Ms. HILL. Yes, it does.

Senator MATHIAS. Do you like that system?

Ms. HILL. Yes.

Senator MATHIAS. And it is a backup to your normal teaching experience?

Ms. HILL. Yes. We get help with our homework, and I call my mentor, Reggie Henry, and he helps me with my reports. He returns my phone calls, and sometimes I just call him for advice.

Ms. McKENZIE. For some students to make a commitment to engineering is a very long-range goal and one that they are not used to. Sometimes the parents don't have a sense of it. We are very pleased with the mentor program because these are people who are in the field and have committed themselves to working with one student. They have committed themselves also to stay with the students through the 4 years of the program. So they develop, I think, very good relationships.

Senator MATHIAS. So it becomes a personal insight into the students' abilities and needs as well as just a purely professional approach.

Ms. McKENZIE. Right.

Senator MATHIAS. Let me ask Ms. Richardson whether or not the long days work out pretty well for both the students and the faculty. Ms. McKenzie said that the new teachers contract looks to a half hour extra per day. How do the teachers react to that?

Mr. RICHARDSON. I think the teachers that are onsite at Dunbar are committed to the program. What we have right now is volunteerism going on. It is a program that is being piloted. We have not tried it before, and it is not in the union contract.

We come onsite early. We stay with the students all day long, and then we leave after that last class at 4 p.m. So, to do this we had to make an educational commitment to try to pick some subjects that the students would be interested in, to involve them all day long. It became a commitment of the faculty as well as the students.

Senator MATHIAS. I think this is really an extraordinary program. If Nancy Hill is a representative student, and you get a general student response that is as enthusiastic as hers, and if Ms. Richardson is a representative teacher, it does reflect the commitment to a new idea and a new program. If the business community is as responsive as Mr. Kleisner indicated, I think maybe we have got something here that is really worth everybody's time and interest.

I think I can say for the other members of this committee that you will get a high degree of support from us, and this record will be available to the other members of the committee, and I think we will make sure that enough Members of Congress outside the committee see it, and you will continue to get the level of support that you need. I certainly will try to make that possible.

I am very grateful to each of you for being here this morning. I appreciate it.

The subcommittee will stand in adjournment.

[Whereupon, at 12:10 p.m., the subcommittee was adjourned, subject to reconvene at the call of the Chair.]

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